Jackson Middle School 6th Grade ELA Team Aug 30, 2012

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| **Unit Title:**  Can The World be a Fair and Just Place? | | **Corresponding Unit Task:**  Task 1 |
| **Unit EQ(s):** | What strategies do I use to distinguish between different perspectives? | |
| **Essential Vocabulary** | Perspective, point-of-view, theme, biography, central idea, mood, tone, inference | |
| **Materials/Resources** | Chart paper, markers, [guided reading books], House story  <http://www.readwritethink.org/files/resources/lesson_images/lesson23/house.pdf> | |
| **Activating Strategy/ Bell Ringer** | “There are always two sides to every story.” Have the kids write about what that means. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  RL.6.3 Describe how particular stories or dramas plot unfold in a series of episodes as well as the characters respond or change as the plot moves towards a resolution period.  RL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, text and issues building on other’s ideas and expressing their own clearly.  S.L.6.2 Interpret information presented in diverse media formats and explain how it contributes to a topic, text or issue under study.  R.I.6.6 Determine an author’s point-of-view or purpose in a text and explain how it is conveyed in a text  **I Can Statements:**   1. I can distinguish between different characters’ perspectives. 2. I can effectively share my ideas with others. 3. I can interpret information from a variety of media resources.   **Instructional Plan:**   * Divide the class into two groups. Explain that they are going to be reading a short piece of text and their task is to remember as many details as possible from the text. Tell one half of the class that they are burglars and the other half of the class that they are real estate agents, without divulging the roles to the opposite groups. Turn on the overhead of [The House](http://www.readwritethink.org/lesson_images/lesson23/house.pdf) and read it aloud to your students. While you are reading, students should not be taking notes. Once the reading is complete, turn off the overhead and ask students to list as many details as they can remember about the house from the text (e.g., descriptions of rooms, items located in the house, layout of house). This part of the activity should be limited to 2-3 minutes. Students then share their lists within their group. (For larger classes, students can be broken into 4 groups, 2 for each prescribed role.) Distribute chart paper to each group so that students can record their lists. Hang both sheets of chart paper on the front wall of the classroom. Discuss the similarities and differences between the two lists, and allow students to guess the viewpoint of the other group. Discuss whether the lists would be different from another viewpoint (e.g., child, interior decorator, pet dog). * [Guided Reading] * Students will work in groups of 3-4 to brainstorm a list of activities, occupations or other areas that interest them. Allow them to discuss ways in which they believe those products, occupations or activities are made available for them to enjoy. Share with them the fact that persons of many nationalities and ethnic groups were not always allowed to share or participate in the activities, occupations or other areas in which they have shown interest. In their small groups, have students come up with a list of reasons why people might be prohibited from enjoying these activities. Ask students if the reasons they come up with always fair and just. Provide them the opportunity to share why or why not. Have someone from each group present the reasons they think might be the causes of these differences.   Example Questions:   1. What are some things you enjoy doing? What would you like to be when you grow up? 2. How are these activities/choices made available to you? 3. Does everyone have access to these activities/choices? 4. If not, why not? Are these reasons fair and just? 5. What are some things you see in the world that are not fair and just?   -The above activity will serve to introduce the civil rights movement and how different people may have different perspectives  -In cooperative pairs, have students read Rosa Parks’ “I Was Not Alone” and complete the double-entry diary  - Students will be asked to share 1 point from their double entry diary graphic organizer | |
| **Closing/Summarizing Strategy** | Ticket out the door – Using inferences and evidence from the text, why do you think Rosa Parks refused to give up her seat? Why do you think the bus driver asked her to move? What factors do you think contributed to both of these individuals’ perspectives? | |

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| **Differentiation Strategies** | Extension | **Intervention** | **Language Development** |
| As a social studies extension, discuss how history is usually told from a particular viewpoint. In addition, culturally diverse versions of tales can be integrated into units of study. | * Ability Grouping * Role assignments within groups | * Glossary of Key words * Visuals |
| **Assessment(s)** | **Response to Essential Question** | | |
| **Reflection** | **TBD** | | |